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characters speak and move may be used to advantage. Such, perhaps, is the conception of the authors of this book. Third, many of the selections that a teacher might choose for dramatization would be impossible except for interpolations and paraphrasings done supposedly by the class. The authors give many models of such passages excellently worked out by mature minds. The inexperienced teacher questions the advisability of encouraging the high-school student to weld his own stanzas into the "Idylls of the King," for example, or to attempt lines in harmony with Stevenson's dynamics. Would not such attempts fall woefully flat in presentation?

A GROUP OF TEACHERS OF ENGLISH
UNDER THE DIRECTION OF

ROLLO L. LYMAN

COLLEGE OF EDUCATION
UNIVERSITY OF CHICAGO

THE MACAULAY-LINCOLN REQUIREMENT¹

The "Riverside Literature Series" already includes five essays of Macaulay, and now the publishers have added the copyright speeches of 1841 and 1842, which, taken with Lincoln's Cooper Union speech, make an adequate substitute for Burke on *Conciliation*.

To be sure, it is surprising that fourth-year students should have any trouble with Burke, or that teachers should care to change for any reason but variety. But complaints are heard. In vain it is urged upon some teachers and students that for interest and organization Burke on *Conciliation with the American Colonies* is ideal reading for all descendants of the American colonists, and for their fellow-countrymen. But many a muddled young teacher and many a vague young student has been clarified by the discipline of this speech. They may call it a mountain, but as Vergil said to Dante, it is a mountain that straightens you.

The proposed substitutes have one advantage over Burke. As men, Macaulay and Lincoln are better worth studying. But these three speeches are not easier than the *Conciliation*. Indolent students will not like them better. The Macaulay selections call for more interest in literature and literary history than is easy to get nowadays. The Lincoln address is exacting in its demands upon the student of our early history. Macaulay taxes the memory; Lincoln taxes the reasoning

¹ *Macaulay's Speeches on Copyright; Lincoln's Address at Cooper Union*. Edited by EDWIN L. MILLER. Boston: Houghton Mifflin Co., 1913.

power; there is no representative of high-school fraternities on the College Entrance Board, and there you are. Some of our young patriots object to taxation without representation.

The late Samuel Butler wrote in his *Notebooks* (p. 103), "If a boy is idle and does not want to learn anything at all, he should never be made to learn anything till it is pretty obvious that he cannot get on without it." I wish that Samuel Butler had been so situated about the year 1877 that he pretty obviously could not have got on without teaching Burke to boys. He certainly could not have succeeded as well as Mr. Miller has succeeded in his editorial work. The vice-principal of the Detroit Central High School has always been an ardent Macaulay man, and has furnished an introduction which ought to fan any boyish spark of literary feeling into a flame. Macaulay's manliness, generosity, humor, power of toiling terribly—these things come out sharply in Mr. Miller's presentation.

And he is temperamentally felicitous in editing the Lincoln speech. The life of Lincoln has often been sketched for educational purposes, because we discover and rediscover that no other biography is half so precious in awakening young Americans. But I doubt if the task has ever been so well done in a dozen pages as Mr. Miller has done it. Lincoln's boyhood, with the exact educational value of its various hardships, is convincingly interpreted to high-school boys. Then the history of the slavery question is laid out with luminous simplicity, and we see the railsplitter growing into the life of the nation. We see character making history, and it is none too easy to see that in our times, or to prove to youth that character does make history.

There are adequate notes to all the speeches, and questions that will compel the student to examine the text repeatedly.

I was too much interested to be critical about minima. There is a misprint on p. 56 (line 6). On p. 56, David W. Field should be David D. Field. On p. 52 some word like "general" is needed before "store" to prevent a possible misunderstanding.

E. H. LEWIS

BOOK NOTICES

[Mention under this head does not preclude review elsewhere.]

An Inland Voyage and Travels with a Donkey. By ROBERT LOUIS STEVENSON.

Edited for schools by ROBERT ALLEN ARMSTRONG. New York: American Book Co., 1913.

An addition to the "Eclectic English Classics" series.